

# 7

## Homes

### Curriculum coverage

#### *Listening and speaking*

- Describe where you live
- Ask for and give information about homes
- Talk about your possessions
- Make a phone call about household problems

#### *Skills*

Sc/E1.1a, 4a; Lr/E1.2b, 2d, 2e  
Sc/E1.3a, 3b, 4b; Lr/E1.2c, 4b  
Sc/E1.4a  
Sd/E1.1b; Lr/E1. b,5c

#### *Reading and writing*

- Read about homes
- Get information from advertisements and directories
- Fill in a simple form
- Write about homes
- Put words in alphabetical order

#### *Skills*

Rt/E1.1a; Rs/E1.1a, 2a; Rw/E1.1a  
Rt/E1.1b, 2a; Rw/E1.3a  
Wt/E1.1a; Ww/E1.1a  
Wt/E1.1a; Ws/E1.1a, 2a  
Rw/E1.3a

#### *Key functions*

- Asking for and giving information about homes and possessions
- Requesting assistance
- Talking about possessions

#### *Key grammar*

- Present simple
- *Have/Has got* (possessions)
- *Wh-* questions

#### *Resources to support the unit*

- Audio player and recording
- Blank audio cassettes
- Access to computers if possible
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- OHP if possible
- Flashcards of key words (teacher's own)
- Magazines containing pictures of homes and rooms
- Yellow Pages and/or other local directories
- Local newspapers with advertisements for household services

## Page 1 Homes

### Rationale

To introduce the theme and content of the unit and look at the learning objectives

### Task

- Focus attention on the pictures and introduce the theme of homes.
- Elicit the lexis.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

## Page 2 Types of home

### Materials

- Flashcards of key words
- Audio – Where do you live?

### Rationale

To present lexis of homes; to practise listening for key information; to practise asking and answering questions about types of homes using the present simple tense

## Activity A                      *Where do you live?*

### Task

- Learners look at the photos of the different types of homes. Elicit the vocabulary (*house, flat, hostel*) and practise the pronunciation.
- Learners then match the words and the photos for task 2.
- Focus attention on the people. For task 3, learners listen and match each person with the correct place and write the letter of the photo. Learners check in pairs followed by group feedback.
- Use flashcards for word recognition. Learners could label the pictures if appropriate.

### Extension

- Elicit other types of homes. Use pictures if available.

## Activity B

## *Talking about where people live*

### Task

- Focus attention on the speech bubbles for task 2. Learners do the matching exercise. Remind them about the use of *do/does* and third person -s. Practise if necessary.
- Learners complete sentences about themselves in task 2.
- For task 3, learners work in pairs to ask and answer questions about Mara and Ali. They then ask each other where they live. Help with vocabulary as necessary.

### Extension

- Learners could write sentences about the people.

## Page 3 Rooms

### Materials

- Flashcards of key words
- Audio – Mohammed's flat
- Photocopiable resource – plan of flat

### Rationale

To introduce and practise lexis of rooms; to practise listening for information; to practise using *Wh-* and *yes/no* questions with the correct intonation

## Activity A                      *Describing a home*

### Pre-task activity

- Revise prepositions of place, e.g. *next to, opposite, etc.*

### Task

- Focus attention on the pictures for task 1. Elicit the vocabulary.
- Use flashcards for word recognition. Focus on the initial, medial and final consonant sounds and the length and shapes of the words as appropriate.

- For task 3, explain to learners that they will hear Mohammed Aziz talking about his new flat. Give out the plan and labels and set up the task. Learners listen to the audio and add labels to the plan. Check in pairs followed by group feedback.
- As a group, practise describing the plan using prepositions of place.
- Focus attention on the questions and answers for task 4. Learners complete the matching task in pairs. Check as a group.
- Learners listen to the audio for task 5 and practise the rising and falling intonation. Refer to the 'Remember' box to remind learners when the voice falls (*yes/no* questions) and rises (*Wh-* questions).
- In pairs, learners practise asking and answering questions about their homes.

### Differentiation

- Use pictures for learners to put in the correct place on an enlarged plan.
- Questions and answers in task 3 could be put on cards for learners to match. (It is an idea to have the questions and answers on different coloured cards.)

### Extension

- Elicit other rooms in a home, e.g. *toilet, study, loft, garage, garden*. Use pictures if available.
- Lexis could be practised using pelmanism, snap or bingo.
- Give learners another copy of the plan of the flat. Ask them to label the plan using any rooms they wish. They take it in turns to describe their plan while their partner labels a blank one. (It is a good idea to use pencil or cards so the plans can be reused.)
- Learners could describe the layout of their homes if appropriate (sensitivity may be needed). This could be written if learners are able.

## Page 4 Furniture

### Materials

- Flashcards of key words
- Magazine pictures of rooms
- Photocopiable materials – spot the difference

### Rationale

To introduce and practise lexis of furniture

## Activity A      *Furniture for the house*

### Task

- Focus attention on the picture to set the scene. Learners answer the questions for task 1.
- Focus attention on the pictures of furniture.
- Elicit the vocabulary. Practise the stress on the two-syllable words.
- Use flashcards for word recognition. Draw attention to initial, medial and final letter sounds as appropriate to the learners.
- Learners complete the matching activity for task 2.
- Write the names of rooms on the board. Give learners a furniture flashcard each and ask them to place the card under the correct room. Learners then complete the task writing the words in the chart in their books.
- In pairs, learners think of more furniture for each room. Monitor.
- Review *there is/there are* before the pairwork task.
- Give out the pictures from the photocopiable resources. Set up the 'spot the difference' task. Where possible, learners sit back to back. Learners take turns to describe the different items in their picture. Go through the example.

### Extension

- Lexis could be practised using games such as pelmanism, dominoes, snap or bingo. Also the long sentence game with each learner adding an item, e.g. *In my kitchen there is ...*
- Learners could describe a room in their house.
- Learners find one picture of a room from a magazine that they like and one that they don't like and explain why to the class.

## Page 5 Possessions

### Materials

- Audio – Mara's flat
- Flashcards of key words
- Photocopiable resource – questionnaire

- Focus attention on the form in task 2. Revise the key words. Set up the activity and demonstrate with one learner. Learners work in pairs to complete the form. Monitor.

### Differentiation

- More confident learners could work with less confident learners.

### Extension

- Learners could write the answers to the questions in task 1 in their notebooks.

## Page 8 Services for the home

### Materials

- Flashcards of key words
- Audio – Asking about services

### Rationale

To present and practise lexis of jobs; to practise listening for times and days; to practise writing days of the week; to practise asking for information

### Activity A *What do they do?*

#### Task

- Learners look at the pictures in task 1. Elicit vocabulary and practise pronunciation. Use flashcards for word recognition. Focus on the initial, medial and final consonant sounds as appropriate to the learners.
- Practise word recognition and spellings of days of the week.
- Set the scene by focusing on the note in task 2. Explain that the learners will hear Shawnum talking to her neighbour, Sally. Learners listen to the audio and complete the task. Check in pairs followed by group feedback.
- For task 3, learners listen to the audio again to identify the questions.
- Set up the pairwork for task 4. Focus attention on the question prompts. In pairs, learners practise asking and answering questions. Monitor. Group feedback.

### Differentiation

- Less confident learners could be given the days of the week to tick in task 2.

### Extension

- Discuss the importance of asking for identification from people who call at the home.

## Page 9 Problems in the home

### Materials

- Flashcards of key words
- Audio – Problems in the home

### Rationale

To practise the lexis of jobs; to practise describing household problems

### Activity A

### Jobs

#### Task

- Learners look at the pictures. Elicit vocabulary and practise the pronunciation. Use flashcards for word recognition. Focus attention on the first, medial and final consonant sounds as appropriate for the learners. Discuss the jobs as a group.

### Activity B

### What's the problem?

#### Rationale

To practise describing household problems

#### Task

- Focus attention on the pictures and elicit or teach the vocabulary.
- Learners listen to the audio for task 2 and number the pictures. Check in pairs followed by group feedback.

### Differentiation

- More confident learners could work with less confident learners.

### Extension

- Elicit other household problems as appropriate to learners in the class.

## Rationale

To present and practise lexis of possessions; to practise listening for positive and negative forms; to present and practise *have/has got* for possessions; to present and practise *yes/no* questions with *have got*

### Activity A *Mara's possessions*

#### Pre-task activity

- Focus on the pictures and elicit the vocabulary. Practise the pronunciation and stress.
- Use flashcards for word recognition. Draw attention to the initial, medial and final consonant sounds as appropriate.

#### Task

- Set the scene. Explain that learners will listen to Mara talking about her possessions. Learners listen to the audio and complete the task. Check in pairs followed by group feedback.
- Check pronunciation of *She's got/She hasn't got*. Then, in pairs, learners make sentences about Mara, using the pictures as cues. Monitor.

#### Extension

- Learners could label the pictures in the book.

### Activity B *Using have got*

#### Task

- Focus attention on the positive and negative sentences with *have got* in task 1. Practise pronunciation of the short forms.
- In pairs, learners make sentences about their personal possessions using the pictures as cues. Monitor.
- Draw attention to the 'Remember' box as a review. Focus attention on positive and negative sentences with *has/hasn't got* in the third person singular.

### Activity C *Asking questions about possessions*

#### Rationale

To present and practise *yes/no* questions with *have got*

#### Task

- Focus attention on the speech bubbles for task 1. Practise the question using rising intonation. Check pronunciation of questions and short answers.

- Give out the questionnaire from the photocopiable resources. Set up the activity and demonstrate with one learner. Monitor. Remind learners to write the names of the people in their group at the top of the questionnaire.
- Each learner takes turns to answer the questions while the other two ask questions.
- Learners report back the results.

#### Extension

- Learners write sentences about their possessions.

## Pages 6 and 7 Your home

### Materials

- Audio – Survey
- Flashcards of key words

### Rationale

To practise listening for information; to practise using and responding to *Wh-* questions for information about homes

### Activity A *Listening for information*

#### Task

- Focus attention on the picture to set the scene.
- Focus attention on the form in task 1. Revise the key words using flashcards.
- Learners listen to the audio for task 2 and complete the form. Check in pairs followed by group feedback.

#### Differentiation

- More confident learners could work with less confident learners.

### Activity B *Asking questions*

#### Pre-task activity

- Use flashcards for question word recognition. Elicit questions formed with each one.

#### Task

- Write the incomplete questions on the board. Learners use flashcards to complete the questions. In pairs, learners then complete task 1 in their books. Monitor. Group feedback.
- Practise the questions using falling intonation.

## Page 10

### Phoning for help

#### Materials

- Audio – Phoning a plumber
- Blank audio cassettes – extension task
- Photocopiable resource – cut-up dialogue and pictures of household problems (copied from page 9)
- Information about gas leaks – available in Yellow Pages

#### Rationale

To practise obtaining key information from adverts; to practise making a phone call about household problems

### Activity A Finding information

#### Rationale

To practise obtaining key information from adverts; to practise making a phone call about household problems

#### Task

- Set the scene by showing a picture of the leaking sink on page 9. Elicit the problem. Elicit who Shawnum is going to call and where she will find the information.
- Focus attention on the adverts. Elicit their function. Learners choose the appropriate advert for task 1.
- Focus attention on the questions in task 2. Learners find the answers in pairs. Set a time limit if appropriate. Monitor. Group feedback.

#### Differentiation

- Highlight or underline the key words in the questions, e.g. *plumber, gas*.
- More confident learners could work with less confident learners.

#### Extension

- Use information from the phone book, Yellow Pages or similar directories to inform learners about what to do in the event of a gas leak.

### Activity B Making a phone call

#### Task

- Set the scene. Explain that Shawnum is phoning the plumber. Focus attention on the form. Learners listen to the audio and complete task 1. Repeat the audio as often as necessary. Check in pairs followed by group feedback.
- For task 2, give out the cut-up dialogue from the photocopiable resources for learners to order. Monitor. Practise the model dialogue. Check stress and intonation.
- Give out cue cards from the photocopiable resources for task 3. Set up the role play activity. Remind learners to look at the adverts in Activity A. Demonstrate with one learner. Learners work in pairs. Monitor. Learners reverse roles.

#### Extension

- Learners act out their dialogues for the class.
- The role play could be recorded to check for clarity.
- Discuss ways of finding reputable plumbers, electricians, etc., e.g. personal recommendation. Alert learners to qualifications such as CORGI for gas engineers. Elicit what they should establish in advance (rates/call-out charges, etc.).

## Page 11

### Check it

#### Rationale

To check understanding and productive use of some of the language points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

#### Differentiation

- The words in Activity C could be put on cards to make ordering easier if necessary.

## Page 12

### Mini-projects

#### Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners select one or all of the tasks. For more information, see the Introduction to the Teacher's Notes.

#### Materials

- Magazines containing pictures of rooms
- Access to computers if possible
- Yellow Pages or local newspapers

#### Activity A *Describe homes in your country*

##### Task

- NB Be aware that this might be a sensitive issue for some learners.
- Ask learners to bring in photographs of homes in different countries if possible.
- Learners describe either their home or a typical home in their country to the class.
- Learners write about the homes. This could be word-processed and displayed. Less confident learners could dictate the information to another learner or the tutor.

#### Activity B *Describe a room*

##### Task

- Learners look through magazines to find a picture of a given room, e.g. a kitchen or a bedroom.
- Learners write sentences describing a room. These could be word-processed and displayed.

#### Activity C *Find advertisements*

##### Task

- Give out Yellow Pages or local newspapers.
- Guide the learners to the appropriate pages.
- Learners write the service, the name and the telephone number as an information display.

## How am I doing?

#### Rationale

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners record their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

## More reading and writing

Pages 13–16 are optional. They provide support for learners needing more practice with reading and writing. The activities can be done at any stage in the unit.

### Page 13 Homes

#### Materials

- Flashcards of key words

#### Rationale

To read a simple text with familiar words; to read key words relating to the unit

#### Activity A      *Matching pictures and sentences*

##### Task

- Focus attention on the pictures. Elicit key words.
- Use flashcards for word recognition. Draw attention to initial, medial and final letter sounds as appropriate to the learners.
- Focus attention on the sentences for task 2. Set up the task. Sentences could be put on cards to make matching easier.
- Ask general comprehension questions. This could be set as a written activity.
- Learners write the sentences in order in their notebooks.

#### Differentiation

- Key words could be highlighted in the sentences for less confident learners to make matching easier.

#### Activity B      *Different words*

##### Task

- Use flashcards for word recognition. Demonstrate the activity on the board, using the flashcards.
- Learners complete the task. Monitor. Check in pairs.
- Use further examples as appropriate.

## Pages 14 and 15

### E-mails

#### Materials

- Audio – *sh, ch, th* sounds
- Flashcards of key words
- Flashcards of digraphs – *sh, ch, th*
- Dictionaries
- Access to computers and the Internet if possible

#### Rationale

To practise reading a simple text about homes; to develop awareness of spelling patterns of initial, medial and final consonant digraphs – *sh, ch* and *th*; to practise writing a simple text about homes

#### Activity A      *Reading an e-mail*

##### Task

- Focus attention on the picture of Shawnun to set the scene.
- Introduce the concept of e-mailing, including the address format, etc.
- Focus attention on the e-mail. Ask simple questions about the e-mail: address and the date it was sent.
- Read the e-mail as learners listen and follow. Read as a group and then individually around the class. Use flashcards with key words for learners to find within the text.
- Focus attention on the questions in task 2. Learners complete the task. Monitor. Check in pairs followed by group feedback.

#### Activity B      *Spelling*

##### Task

- Learners find the words in the e-mail on page 14 and complete the words in task 1
- Elicit the sounds from flashcard cues of *sh, ch* and *th*. Practise the pronunciation.
- Learners listen to the audio for task 3 and write the sounds they hear. Practise pronunciation of the words.
- Learners read the e-mail again to find more words.
- Set a time limit for task 5. Learners to work in pairs and think of more words for each sound. Encourage dictionary use to check spelling if appropriate.



## **Activity C**    *Writing about your home*

### **Task**

- Focus on the prompts.
- Focus attention on the 'Remember' box.
- If they are able, learners can extend the sentences with more information.
- Learners could rewrite or word-process their paragraphs for a classroom display.

### **Task**

- Focus attention on the list of window cleaners from Yellow Pages. Direct learners to the initial letters.
- Learners complete the task in pairs. Monitor.
- Ask questions about telephone numbers.

### **Extension**

- Give learners a letter or a word and ask them to arrange themselves in alphabetical order. This could also be done with their names.

## **Page 16** **Services**

### **Materials**

- Alphabet chart
- Individual letters on cards or plastic letters
- Copies of Yellow Pages and/or local directories
- Flashcards of key words

### **Rationale**

To practise putting letters and words in alphabetical order

## **Activity A**            *Alphabetical order*

### **Pre-task activity**

- Use the alphabet chart to focus attention on the order of the letters.
- Write random letters on the board and elicit alphabetical order.
- Give learners groups of letters to practise ordering. Work in small groups.

### **Task**

- Show the class a copy of Yellow Pages. Elicit its use and content.
- Put flashcards of the headings on the board. Focus attention on the first letters. Learners come to the board and put words in alphabetical order.
- Learners complete task 1 in their book.

### **Extension**

- Learners could write the words in lower case letters or match lower and upper case flashcards.
- Learners use Yellow Pages or a local directory to find the appropriate sections, i.e. plumbers, electricians, etc. A time limit could be set.

# Photocopiable resources

Page 3

Rooms

Activity A3

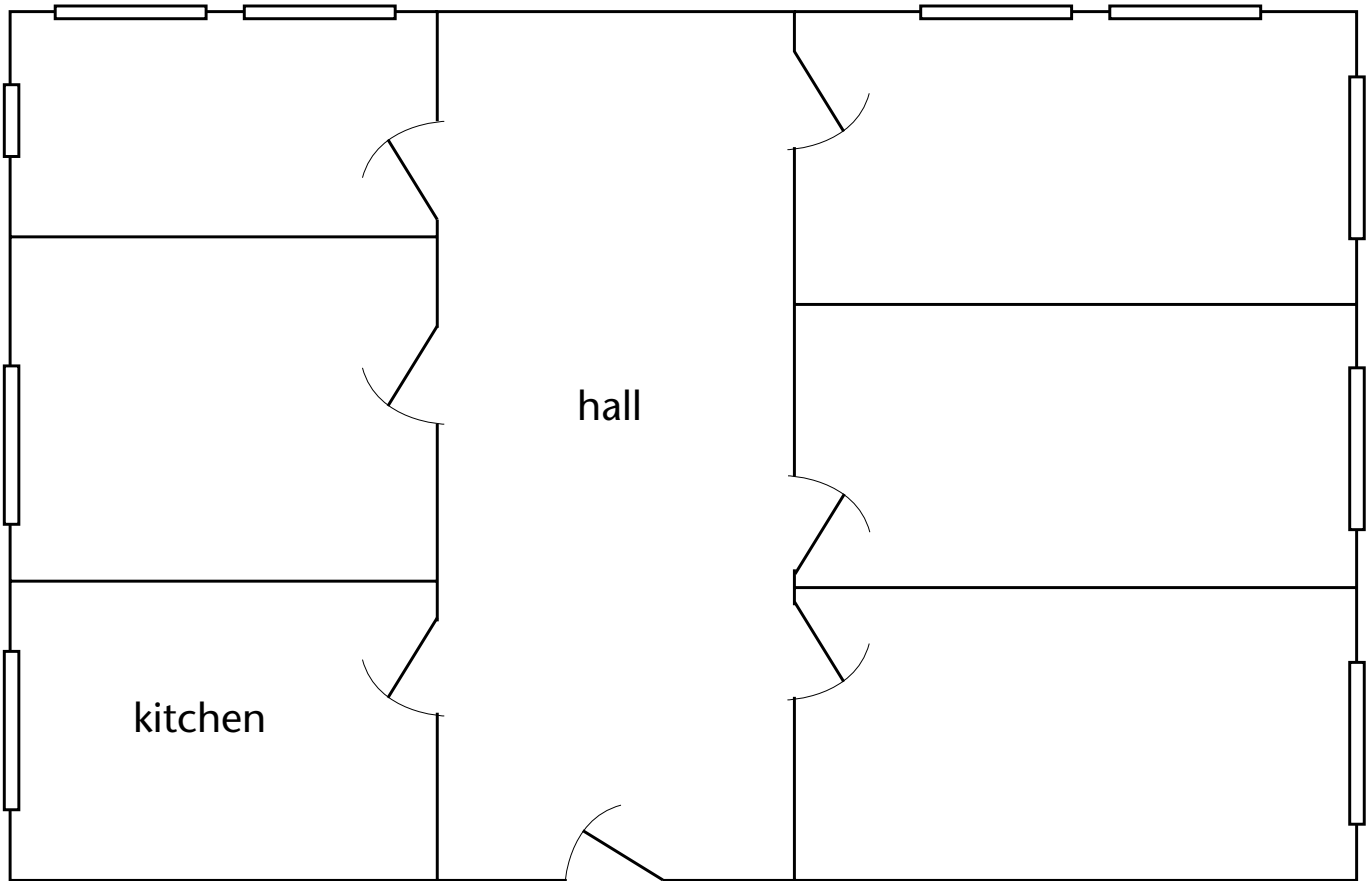
living room

bedroom

bedroom

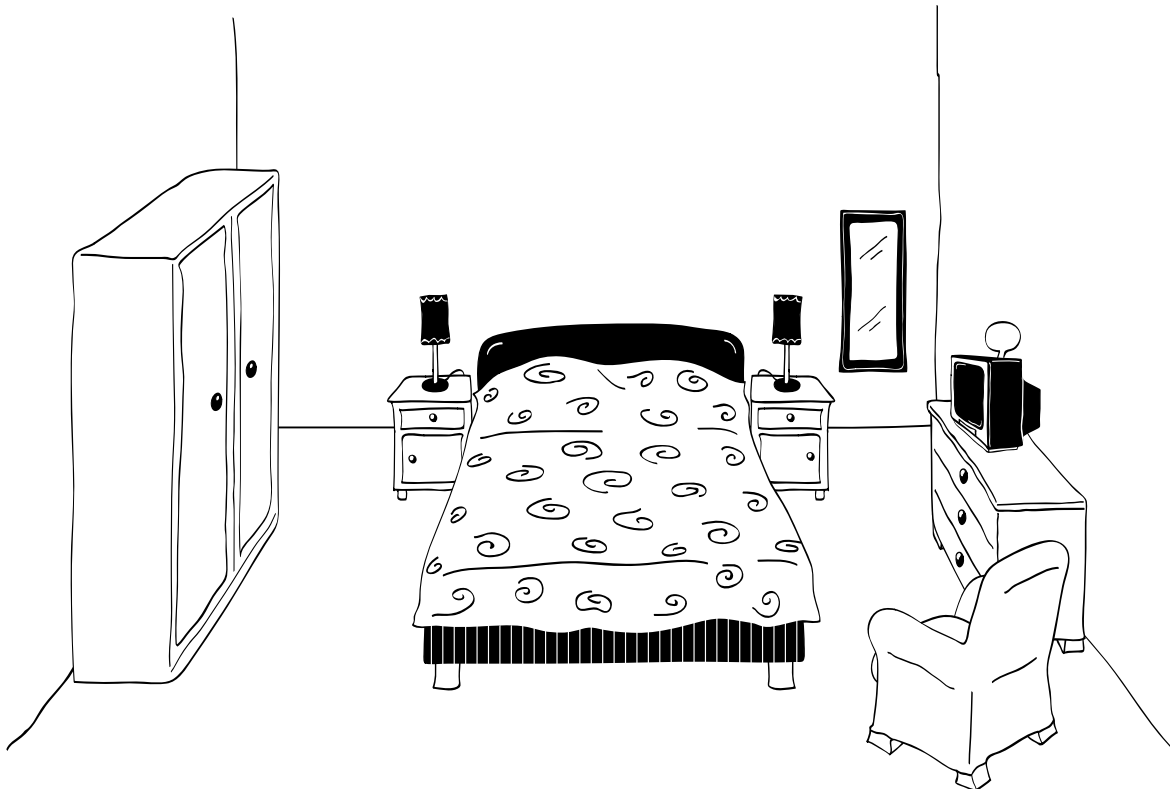
bedroom

bathroom

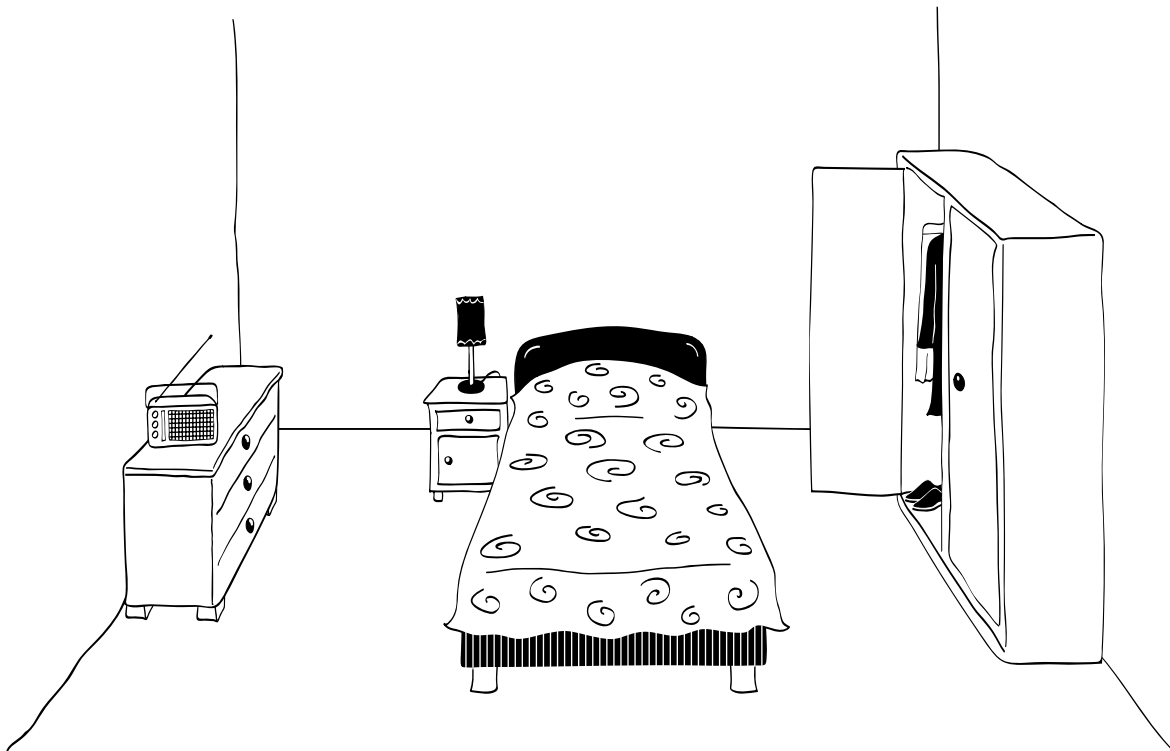


Page 4  
Furniture  
Activity A4

A



B

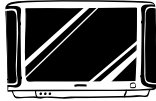







# Page 5

## Possessions

### Activity C2

Ask *Have you got a ...?* Then put a tick (✓) or a cross (✗).

Possession	Name		
	1	2	3
			
			
			
			
			
			

Page 10  
**Phoning for help**  
*Activity B*

Good morning. Dave's Plumbing Services.

Can you help me? My sink is leaking.

What's your address?

60A Ryder Street. R-Y-D-E-R

What's your name?

Mrs Arif.

OK. I'll be there at 1 o'clock.

Thank you very much.

The sink's leaking.

The cooker isn't working.

The toilet's blocked.

The lights aren't working.

There's a smell of gas.